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ABSTRACT

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two documents: a training coordinator's guide (Part I - CE 017 285) and this document, the training program (Part II). Four training areas are treated: (1) an introduction consisting of personnel processing, clothing issue, a tour of the facilities, employee conduct and responsibility, a duty roster, and assignments; (2) security, focusing on contraband identification and control, security inspections, shakedowns, and tool and key control; (3) working with inmates, covering inmate programs and services, inmate accountability and custody, counting procedures, inmate discipline, incident report writing, administrative remedies, and the Freedom of Information and Privacy Acts; and (4) emergency, dealing with firearms, gas familiarization, and emergency plans. Each unit within these four categories contains, as applicable, a lesson plan which gives the unit's objectives, a lesson outline of course content, handouts, and visual aids for slides or overhead projection. Times for the introduction of local training materials are indicated throughout the four areas. Tests to determine if a unit's objectives have been met successfully are found in Part I. (ELG)

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Correctional Training

Institution Familiarization

PART II

The Training Program

CE 017 287

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CORRECTIONAL TRAINING

CE 017 287

Institution Familiarization

INSTITUTION FAMILIARIZATION

PART II

THE TRAINING PROGRAM

TABLE OF CONTENTS

GROUP I INTRODUCTION

1. Introduction to Institution Familiarization
   Note to Training Coordinator
   Handout - Introduction to the Institution Familiarization Training Program

2. Personnel Processing/Clothing Issue

3. Facility Familiarization Tour
   Lesson Plan (Facility Familiarization Tour)

4. Employee Conduct and Responsibility
   Lesson Plan (Employee Conduct and Responsibility)

5. Duty Roster and Assignments
   Lesson Plan (Duty Roster and Assignments)

GROUP II SECURITY

1. Contraband Identification and Control
   Lesson Plan (Contraband Identification and Control)
   Lesson Outline (Contraband Identification and Control)

2. Security Inspections
   Lesson Plan (Security Inspections)

3. Shakedowns - Area Search
   Lesson Plan (Shakedowns - Area Search)
   Lesson Outline (Shakedowns - Area Search)

4. Shakedowns - Inmate Pat and Strip
   Lesson Plan (Shakedowns - Inmate Pat and Strip)
   Lesson Outline (Shakedowns - Inmate Pat and Strip)

5. Tool and Key Control
   Lesson Plan (Tool and Key Control)

GROUP III WORKING WITH INMATES

1. Inmate Programs and Services
   - Lesson Plan (Inmate Programs and Services)

2. Inmate Accountability and Custody
   - Lesson Plan (Inmate Accountability and Custody)
   - Lesson Outline (Inmate Accountability and Custody)

3. Counting Procedures
   - Lesson Plan (Counting Procedures)
   - Lesson Outline (Counting Procedures)

4. Inmate Discipline
   - Lesson Plan (Inmate Discipline)
   - Lesson Outline (Inmate Discipline)

5. Incident Report Writing
   - Lesson Plan (Incident Report Writing)
   - Lesson Outline (Incident Report Writing)
   - Handouts

6. Administrative Remedies Procedures
   - Lesson Plan (Administrative Remedies)
   - Lesson Outline

7. Freedom of Information and Privacy Acts
   - Note to the Trainer
   - Lesson Plan (Freedom of Information and Privacy Acts)

GROUP IV EMERGENCY

1. Firearms and Gas Familiarization
   - Lesson Plan (Firearms and Gas Familiarization)
   - Lesson Outline (Firearms and Gas Familiarization)

2. Emergency Plans
   - Lesson Plan (Emergency Plans)
   - Lesson Outline (Emergency Plans)

GROUP I

INTRODUCTION

INTRODUCTION TO INSTITUTION FAMILIARIZATION

NOTE TO TRAINING COORDINATOR

The following handout has been prepared to aid you in presenting an introduction to the Institution Familiarization Training Program. You should make sufficient copies of this document so that each trainee will have a copy.

In reviewing this document with your trainees, you should:

- Indicate the sequencing for the 40 hours (See Training Coordinator's Guide Section for a suggested sequence.)
- Explain how the trainees will be evaluated (Take sample questions from the Comprehensive Written Test as well as examples of the Actual Practice Test. Both documents are found in the Training Coordinator's Guide section of this manual.)
- Ask for questions concerning the schedule, methods of instruction, testing, etc.

Time for this session should be approximately one hour.

Introduction to Institution Familiarization

HANDOUT

INTRODUCTION TO THE INSTITUTION FAMILIARIZATION TRAINING PROGRAM

You, as a new employee of the Federal Prison System, are about to embark upon the first year of your career. In order to make that first year pass as smoothly as possible, and in order to let you enjoy all of the benefits of working for this organization, you will be given a great deal of training. The remainder of this document is a concise description of what you can expect from your training experience and, equally important, what the Federal Prison System expects from you as a result of that training.

Before you are assigned to a specific post in the institution, you should first receive 40 hours (one week) of training in the following areas:

- Personnel Processing and Clothing Issue
- Facilities Familiarization Tour
- Employee Conduct and Responsibility
- Contraband Identification and Control
- Security Inspections
- Shakedows - Area Search
- Shakedowns - Inmate Pat and Strip
- Tool and Key Control
- Inmate Programs and Services
- Inmate Accountability and Custody
- Counting Procedures
- Inmate Discipline
- Incident Report Writing

- Firearms and Gas Familiarization
- Emergency Plans
- Administrative Remedies Procedures
- The Freedom of Information and Privacy Acts
- Duty Roster and Assignments

These particular topics have been identified as being of crucial importance in equipping a new employee to adequately do his job; thus, you are required to receive this training immediately after entry-on-duty. Standard time frames and objectives have been established for this training so that every employee will be assured of receiving the same basic content regardless of his/her assigned institution.

In addition to delivering standardized, Bureau-wide training modules, each institution has also been given the duty and responsibility of supplementing the standardized program with objectives and/or additional modules. This insures that the local institution has some opportunity to address its unique needs, programs, problems, and mission during the training program. (For example, a penitentiary might want to spend more time on firearms familiarization than a minimum security institution; an F.C.I. that classifies its population on the basis of some standard system--such as the "I" level--might want to address that system in its training program.) Your local Training Coordinator will advise you of any additional objectives and/or modules which have been developed locally.

After completing your initial 40 hours of training, you will be sent to the Staff Training Center which serves your institution (Atlanta, Dallas, or Denver) for an 80-hour program titled "Introduction

to Correctional Techniques." The Staff Training Center (S.T.C.) will advise you of the objectives and modules contained in their program. Again, modules and objectives are standardized at the three S.T.C.'s; a new employee receives essentially the same program regardless of the S.T.C. that he attends. (Please note: Some institutions choose to send employees to the S.T.C. after they have had the second 40 hours of institutional training; this is permissible as long as the trainee completes the S.T.C. program within four months after his entry-on-duty.

The second 40 hours of institution training contain the following modules:

- Drug and Narcotic Identification and Control
- Preservation of Evidence
- Use of Restraint Equipment
- Safety Training
- Labor Management Relations
- Equal Employment Opportunity Program
- Merit Promotion Plan
- Incentive Awards
- Departmental Familiarizations
- Address by Institution Administrator
- History of Institution/Population Characteristics
- Observation Assignments of Posts/Departments

Again, the local institution has the responsibility of adding additional modules and/or objectives to the standardized package as local needs dictate.

You may receive this second 40 hours of training all at one time, in short segments, or--in some cases--in individualized study formats. The only requirement is that this training be delivered to you within six months after your entry-on-duty.

In addition to these three Introductory Training Sequence Programs, you will also be involved in on-the-job training assignments throughout your first year. These assignments will vary, given the nature of your position and the type of institution to which you are assigned. However, their purpose is the same--to give you closely supervised, actual experience, with immediate feedback regarding your performance on tasks you are assigned. Standardized objectives have also been developed for o-j-t so that the Bureau, and you, can be assured that the key points of your job are adequately covered. You will find that the o-j-t objectives given you by the Training Coordinator fall into two areas:

(1) General -- which cover the correctional practices and procedures expected of every employee; and,

(2) Specific -- which deal with the specialized needs of your department (custodial, classification and parole, mechanical services, etc.)

At this point, you are probably wondering about how this training--and your performance as a trainee--will be evaluated. More specifically, you probably have some questions about how that evaluation will be reflected in your supervision, assignments, and additional training experiences.

First, keep in mind one primary objective of the Bureau's training staff and your supervisors--we want you to make it! There is no benefit to either the training staff or the Bureau as a whole, in "washing out" or "flunking" great masses of personnel. To do so would be expensive, illogical, and would indicate that our training program wasn't very effective.

When we say we want you to "make it," we are really saying that there is only one way of measuring how effective a training program is--evaluating whether or not the employee is better able to perform his job after receiving training. This is why training personnel work closely and carefully with your supervisors to determine what training needs still haven't been met, and to develop programs that will meet them.

Let's candidly look at all of the training evaluation measure that will be undertaken during your probationary year. First, you will be given a written and an actual practice test at the end of each of the two 40-hour institution programs; in addition, you will be given a pre- and post-test during the S.T.C. program. These tests measure how much information you picked up from the program content. They also indicate how well the instructor communicated necessary information to you. (A pre-test, which may also be used during your institution programs, is a way of measuring how much knowledge you brought to the training program. By comparing the pre- and post-test scores, some idea of how much information you have gained can be determined.)

You cannot "flunk" these tests; their purpose is only to identify areas in which you may have deficiencies and need additional training, counseling, or experience. In addition, they can also identify areas where you display strengths. The Training Coordinator will attempt to work with you and your supervisor(s) to overcome any deficiencies and to build on your strengths. He will be in contact with you during your entire probationary year to discuss your evaluations and to provide any follow-up training indicated. When you complete the S.T.C. program, a written evaluation of your performance will be sent to the institution. You will be told what is in that evaluation and be allowed to see a copy of it; its purpose and use are the same as the test--to help you, the local Training Coordinator, and your supervisor(s) identify and overcome weaknesses and build on areas of strength. The quarterly (or monthly) evaluation which your supervisor completes should also be considered a training document. You should use it to identify areas where you need further training and then, request the assistance of the Training Coordinator.

It would be unfair to expect you to undergo this evaluation process without letting you know what we expect of you. Thus, the Training Coordinator will discuss with you questions you will be expected to answer and functions you will be expected to perform after completing each segment of your institution training. (S.T.C.'s will supply you with similar information when you attend their program.) These items are drawn from the objectives for each module and are broken down into two categories:

(1) Test Questions -- which require a written answer, a diagram, etc.; and

(2) Actual Practice Items -- which require that your actual performance of a task be viewed and evaluated.

Both standard and local option items are included in this listing; should you have any questions, please ask your Training Coordinator.

Hopefully, this information and the training you will receive will help you in establishing your career with the Bureau of Prisions. Training is a right, not a privilege; it is also a serious responsibility for all involved--trainer, trainee, and supervisor. We hope that you approach it in that manner and we wish you good luck!

Personnel Processing/ Clothing Issue

NOTE TO THE TRAINING COORDINATOR

This unit on Personnel Processing/Clothing issue does not have a Lesson Plan that is part of the other unit. This is because the actual Processing and Clothing Issues are often very individualized and do not require a formal lesson.

Therefore, you should consider this lesson as a local option in regard to your presentations of your institutional policies.

Facility Familiarization Tour

LESSON PLAN (FACILITY FAMILIARIZATION TOUR)

LESSON TITLE: **Facility Familiarization Tour**

TIME FRAME: One to Four Hours
(Exact time frame will depend on size and mission of the facility)

SUGGESTED MATERIALS: Diagram (map) of institution, list of institution departments and the names of those employees who supervise the departments.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - Check with S.T.C. servicing your institution; prepare trainees to look for differences and/or similarities between their home institution and any institutions that will be toured during "Introduction to Correctional Techniques" at the S.T.C.

Remedial - See Remedial Training Lesson Plan

O.J.T. - Trainees will visit sites on future post assignments

LEARNING OBJECTIVES: After participating in discussion, reviewing handouts and audio visual material, and completing the tour, each participant will be able to:

A. Diagram with 80% accuracy, the location of the major buildings, walls, fences, etc., that make up the institution compound. (Accuracy refers only to location--there is no need that the buildings, etc., be drawn to scale.)

B. List, with 80% accuracy, at least five institution departments and the employee responsible for supervising that department.

C. Describe, in writing, any unique programs and/or facilities at this institution which were seen on the tour. (This is optional since the institution may not feel it has any particularly unique programs.)

PERFORMANCE OBJECTIVES: During the training period, each participant will:

Visit, in person, each of the following institution sites:

1. Federal Prison Industries
2. Classification and Parole
3. Education and Vocational Training

4. Food Service
5. Custodial Offices
6. Mechanical Services
7. Medical-Dental
8. Mental Health
9. Safety and Sanitation
10. Chaplain
11. Business Office
12. Functional Living Unit
13. Executive/Administrative Offices
14. Farm and/or Camp, Minimum Security Housing Area, etc.

NOTE: Some institutions may not have all departments listed above, or may have some special program that is not listed above. In such cases, the local Coordinator should arrange the tour schedule to reflect these differences.)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

D.

Employee Conduct and Responsibility

LESSON PLAN (EMPLOYEE CONDUCT AND RESPONSIBILITY)

LESSON TITLE: Employee Conduct and Responsibility

TIME FRAME: One Hour

SUGGESTED MATERIALS: Lecture notes, Copy of Policy Statements 3735.1B and 3735.2 ("Standards of Employee Conduct and Responsibility" and manual; "Standard Schedule of Disciplinary Offenses and Penalties") for each participant.

NOTE: This segment has been identified by the executive staff of the Bureau of Prisons as having extreme importance for all employees. Thus it will be covered in this introductory training, at the S.T.C., and throughout the employee's career with the B.O.P.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - See S.T.C. Manual on "Personnel - Employee Conduct and Responsibility"

Remedial Training - See Remedial Training Lesson Plan

O.J.T. - Has a bearing on all O.J.T. requirements

LEARNING OBJECTIVES: After the lecture, reading the policy statements, and discussion, each participant will be able to:

A. List the eight major areas of employee conduct and responsibility covered by the policy statement on Standards of Employee Conduct and Responsibility. (100% accuracy)

B. Give an example of a violation of policy for each of the eight areas discussed in Learning Objective "A". (100%)

C. Give three examples of recent local (at the "home" institution) violations of the Standards of Employee Conduct and Responsibility. (100%)

D. Select three examples of employee misconduct and correctly indicate the range of penalties to be assessed according to the Standard Schedule of Disciplinary Offenses and Penalties. (100% accuracy)

E. Briefly describe the process through which an adverse action, because of a violation of the standards of Employee Conduct and Responsibility, takes place. (100%)

PERFORMANCE OBJECTIVES: During this training program, each participant will:

A. Read, and sign a statement indicating his receipt of the Standards of Employee Conduct and Responsibility. (100% accuracy)

B. Conduct him/herself in a manner consistent with the provisions of the policy statement on Standards of Employee Conduct and Responsibility. (Attainment of this objective to be based on positive feedback from the employee's supervisor(s).) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

Duty Roster and Assignments

LESSON PLAN (DUTY ROSTER AND ASSIGNMENTS)

LESSON TITLE: Duty Roster and Assignments

TIME FRAME: One Hour

MATERIALS: Lecture notes, Chapter 2, "Management of the Custodial Service" Custodial Manual (through page 13-2), copy of actual Master Assignment Roster, copy of Institution Daily Roster, copy of Training Officer Roster, copy of Shift Request Form, copy of Exchange of Days Forms, Copy of Annual Leave Request Form (Daily), copy of Form Used to Schedule Leave on a Yearly Basis, copy of Performance Objectives for Specific Assignments, copy of Position Description for each trainee (each trainee to secure copy from his supervisor), copy of questions for individual research exercise (to be issued to, and filled out by, each trainee), and Annual Leave Roster.

NOTE: Although much of the lecture material in this section relates primarily to those employees assigned to the custodial service, other employees should find it useful information since the custodial force (and individual officer) often performs in roles which support most other institution operations and functions.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - Touched on briefly in "Employee Conduct and Responsibility"

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After attending the lecture, participating in discussion, and reviewing reading materials, each participant will be able to:

A. Accurately complete a written questionnaire, after discussion with his/her supervisor, and answer the following questions:

1. What are my normal working hours and days?
2. Will these hours/days normally be changed? (Shift rotation)
3. May I request a shift preference? If so, what reasons are generally considered legitimate for such a request?

4. What are my major duties/functions as outlined in the performance objectives?
5. Are there post orders, an Operations Manual, or some other written document, that specifies how I am to perform my job?
6. How are dates for annual leave requested and allocated?
7. What procedure do I follow in requesting sick leave?
8. Who is responsible for keeping records of my time and attendance? (100% accuracy)

B. Describe, in writing, the major elements of:

1. a post order
2. a position description (80% accuracy)

C. Be able to list the three shifts at the institution in terms of time frames. (100% accuracy)

PERFORMANCE OBJECTIVES: After return to the job, the employee will:

A. After at least 90 days on the job, receive no adverse comments regarding misuse/abuse of sick or annual leave on his monthly or quarterly evaluations. (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

GROUP II

SECURITY

Contraband

Identification and Control

LESSON PLAN (CONTRABAND IDENTIFICATION AND CONTROL)

LESSON TITLE: Contraband Identification and Control

TIME FRAME: One and a Half Hours

SUGGESTED MATERIALS: Lecture notes, samples, and pictures of contraband items, and supportive visuals.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - S.T.C. Manual section on "Contraband"

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After hearing this lecture, participating in discussion, and viewing exhibits, each participant will be able to:

A. Describe, in writing, the two categories of contraband (hazardous and nuisance) and give five examples of each type. (100% accuracy)

B. List, and briefly describe, the common items of contraband usually found in this institution. (100% accuracy)

C. Briefly describe the commonly used procedures for effective control of contraband. (i.e., inmate and area shakedowns, security inspections, etc.) (100% accuracy)

D. Describe, in writing, the particular problems with regard to contraband control at this institution. (i.e., large numbers of work releases, etc.) (100% accuracy)

PERFORMANCE OBJECTIVES: During this training program, each employee will:

A. Correctly identify items of contraband as to category (hazardous or nuisance) and describe their usual illicit use. (Items to be presented in display format by the instructor.) (100% accuracy)

After return to the job each employee will:

B. Regularly and conscientiously identify and confiscate items of contraband found in the institutions, as evidenced by lack of negative comments by his supervisor re: this area on the monthly/quarterly evaluation. (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (CONTRABAND IDENTIFICATION AND CONTROL)

I. DEFINE CONTRABAND

- Contraband is anything that is not authorized by the warden to be brought into, or taken out of, the institution; or
- Contraband is commonly referred to as anything that is not sold to the inmate at the commissary or issued by the institution; or
- Contraband can be any goods or merchandise, inmate possession of which, is forbidden by the institution.

II. PRESENT EXAMPLES OF CONTRABAND

- Samples of contraband taken from recent shakedowns should be discussed. Questions about why certain items are considered contraband should be answered within the context of the definition given above.

III. EXPLAIN WHY WE ARE CONCERNED WITH CONTRABAND

- Safety of staff and inmates
- Security of the institution
- Prevention of escape
- Preservation of peace and order
- Respect for the rights and property of others
- Prevention of destruction of government property

IV. EXPLAIN THAT THERE ARE TWO TYPES OF CONTRABAND - BOTH OF WHICH MUST BE CONTROLLED. GIVE EXAMPLES.

- Hazardous
  - Weapons
  - Escape materials
- Nuisance
  - Gambling paraphernalia
  - Unauthorized food stuffs

V. EXPLAIN HOW THE INSTITUTION ATTEMPTS TO CONTROL CONTRABAND

- Shakedown of inmates
- Shakedown of quarters and premises
- Control and careful observation in areas such as:
  - Visiting room
  - Mail
  - Shops
  - Lockers
- Work release and study release

VI. DISCUSS THE SPECIAL PROBLEMS THAT YOUR INSTITUTION MAY HAVE HAD IN CONTROLLING CONTRABAND

- School and work release programs
- Outside groups coming into the institution
- Visiting regulations
- Hobby and craft areas

VII. EXPLAIN HOW A NEW OFFICER CAN WORK TO CONTROL CONTRABAND

- Visit the commissary to find out what is sold
- Check with supervisor, not with the inmate, to determine if an item is authorized
- Items which hamper sanitation such as excessive newspapers or magazines should be considered as contraband
- U.S. Code at unit entrance

Contraband

Identification and Control

What is Contraband?

- items *not authorized* to be brought in, purchased in the commissary, or issued.

OR

- excessive amounts of items which cause problems in searches or which affect sanitation

Why Control Contraband?

1. Safety of staff and inmates
2. Security of Institution
3. Prevention of escape
4. Preservation of peace and order
5. Respect for rights and property of others
6. Prevent destruction of Government property

Types of Contraband

A. Hazardous

- Weapons
- Escape Materials

B. Nuisance

- Unauthorized Foodstuffs
- Gambling Devices

Hazardous

Escape Materials Examples

Hacksaw blades & cutting tools

Wire cutters

Bolt cutters

Files

Pliers & screwdrivers

Ladders

Stillson wrench

Rope, wire, cables & chains drills

Money

Civilian clothing

Hazardous

Weapons Examples

- Guns
- Knives
- Black jacks
- Ice picks
- Razor blades
- Barber tools, shears, scissors
- Hammers
- Wrenches
- Chisels & gouges

Nuisance Examples

- Gambling devices
- Stamps & illegal mail
- Office supplies
- Cooking materials & devices, coffee making devices, utensils
- Excessive clothing
- Cleaning fluid
- Fruit in excessive quantities
- Tatooing devices & tools
- Food taken from dining area
- Altered clothing

Control of Contraband

1. Shakedown of Inmates
2. Shakedown of quarters and premises
3. Other places to find contraband:
   - Visiting room
   - Lobby
   - Restrooms used by general public
   - Mail
   - Shops
   - Hobby craft area
   - Offices
   - Vehicles
   - Clothing lockers
   - Tables & furniture

Special Problems in Contraband Control

1. School and Work Release Program
2. Outside Groups
3. Visiting Regulations
4. Hobby Craft

Security Inspections

LESSON PLAN (SECURITY INSPECTIONS)

LESSON TITLE: Security Inspection

TIME FRAME: One Hour

MATERIALS: Lecture notes, Chapter 7 "Security Inspections" Custodial Manual, observation and actual practice sites, associate instructors. Bar Tap Forms - Master Form, Monthly Form.

NOTE: Since this module closely relates to the modules on "Shakedowns-Inmate and Area" and "Contraband Identification and Control," the trainer may want to consider delivering it soon after those modules are presented:

PRIORITY: For Immediate Delivery - Cross Reference:

S.T.C. - Not covered specifically, touched on in modules on "Custody, Security, and Control."

Remedial Training - See Remedial Training Lesson Plan.

O.J.T. - See O.J.T. Objectives.

LEARNING OBJECTIVES: After hearing the lecture, participating in discussions, observing and participating in actual practice, each participant will be able to:

A. List, in writing, all items covered on the institution's security inspection form; and briefly describe the elements considered in evaluating security for each of those items. (100% accuracy)

B. List, and briefly describe, any special problem areas in conducting security inspections, which are created by the physical layout and/or structure of the institution. (100% accuracy)

C. Describe, in writing, the procedures for searching vehicles moving in and out of the institution. (100% accuracy)

PERFORMANCE OBJECTIVES:

A. During this training program, each employee will, as an individual, or member of a small group, search:

(1) a vehicle, and

(2) an area normally involving security problems (i.e., visiting rooms, industrial shop, etc.) and discover any contraband planted in the area or on the vehicle. (Trainees will be evaluated on how well they follow and fill out the security inspection form in conducting these searches.) (100% accuracy)

B. After return to the job, each employee will conduct security inspections as ordered, or otherwise indicated, in accordance with all local and Bureau policies. Satisfactory completion of this objective will be indicated by lack of negative comments regarding security inspections submitted by the employee's supervisor. (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

SHAKEDOWNS

AREA SEARCH

LESSON PLAN (SHAKEDOWNS - AREA SEARCH)

LESSON TITLE: Shakedowns - Area Search

TIME FRAME: One and One Half Hours

SUGGESTED MATERIALS: Lecture/discussion notes, visual aids, and some common items of contraband located in an area search.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - Check S.T.C. Manual Section on "Contraband and Shakedown Procedures"

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After the lecture, discussion, viewing the visuals, and participating in the demonstration, each participant will be able to:

A. Describe, in writing, the procedures to be followed by a professional correctional worker in conducting an area search. Particular attention will be given to conducting the search without damaging positive staff-inmate relationships. (i.e., the description should include, but not necessarily limited to the following points:

   a. recognition that good shakedown procedures protect the individual inmate as well as staff.

   b. restoring the area to its previous state/condition after conducting the search of inmate living areas.

   c. respect for inmate personal property in conducting shakedowns.) (100% accuracy)

B. Describe the steps, in order, in searching a small area and a large area. (100% accuracy)

C. Describe the procedure to be followed when contraband is found during a shakedown. (100% accuracy)

PERFORMANCE OBJECTIVES: During this class, each participant will:

A. Shakedown an inmate housing area (dormitory, cubicle, cell, etc.) detecting any contraband previously hidden in the area by the instructor.*

(Successful completion of this objective will require detection of all hidden contraband and restoration of the living area to its previous state prior to the shakedown.) (100% accuracy)

Upon return to the job, each participant will:

B. Conduct area searches as requested or required, in accordance with Bureau and Local Policy; and in accordance with the techniques and procedures described in Learning Objectives "A," "B," and "C."

(Successful attainment of this objective will be based on positive oral feedback and written evaluations from the participant's supervisor(s).) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

*NOTE:: Placing of contraband in an institution, even for training purposes, is risky. Thus, the training coordinator should take care to:

1. Try and conduct this exercise in a secure area which isn't accessable to inmates and/or

2. Make certain that all planted items of contraband are retrieved and secured at the end of the exercise.

LESSON OUTLINE (SHAKEDOWNS - AREA SEARCH)

(This unit on Area Search should be taught in conjunction with the units on Body Search and Contraband Identification and Control.)

I. EXPLAIN THAT AREA SEARCHES OR SHAKEDOWNS ARE AN IMPORTANT PART OF THE TOTAL INSTITUTIONAL SECURITY PROGRAM.

- Much dangerous contraband which has potential use in disturbances, riots, escapes, or violent acts against staff or other inmates in found during shakedowns.
- A policy of thorough, unannounced searches sets the institution tone for total security.

II. DISCUSS TECHNIQUES FOR PERFORMING A CELL OR SMALL AREA SEARCH.

- Upon entering, stop and get an overview of the nature of the environment.
- Select a starting point
  - Floor and all items touching the floor, or
  - Ceiling, or
  - Wall opposite the entrance, etc.
- Systematically search every item in the area before going to the next area.
- Take tools to the search area.
  - Screwdriver
  - Mirror
- Replace furniture, belongings, etc.
- If inmates are present in the search area,
  - Search them, then
  - Remove them from the area being searched.
- <u>If contraband is found, continue the search until the entire area is cleared</u>.
  - Occasionally unimportant contraband will be left so that an officer will find it and stop searching, or
  - The officer leaves the search scene to report the contraband and the scene is not secure.

III. DISCUSS TECHNIQUES FOR PERFORMING A SEARCH OF A LARGE AREA, SUCH AS A RECREATION AREA, LARGE DORMITORY, LIBRARY, ETC.

- Break the large area into small units.
- Search one unit completely before going to another.
- Keep inmates out of the area being searched.
- If working with other officers, each should search their area independently.
- If contraband is located, continue the search until the entire area is cleared.

IV. DEMONSTRATE A SHAKEDOWN BY USING THE CLASSROOM OR A CELL NEARBY TO ILLUSTRATE YOUR TECHNIQUES TO THE CLASS

V. DEMONSTRATE A SHAKEDOWN OF A LARGE AREA SUCH AS THE VISITING ROOM OR CAFETERIA

VI. HAVE INDIVIDUAL CLASS MEMBERS CONDUCT AN AREA SEARCH OF AN EMPTY CELL OR SMALL HOUSING AREA WHERE ITEMS OF CONTRABAND HAVE BEEN HIDDEN BY THE INSTRUCTOR.

- The trainees should be able to locate all the items of contraband, and
- The living area should be restored to its previous condition at the end of the search.

SHAKEDOWNS

AREA SEARCH

SEARCH TECHNIQUES

- GET A VISUAL PICTURE OF THE AREA TO BE SEARCHED
- SELECT A STARTING POINT
  - ALL OBJECTS ON THE FLOOR
  - THE WALL OPPOSITE THE ENTRANCE
  - THE CEILING
- SEARCH COMPLETELY / BE SYSTEMATIC
- DON'T DAMAGE OBJECTS - PUT PERSONAL ITEMS BACK
- TAKE EQUIPMENT WITH YOU
  - SCREWDRIVERS
  - MIRRORS

AREA SHAKEDOWNS SHOULD NOT DAMAGE STAFF INMATE RELATIONS

- ALLOW INMATE TO RETAIN DIGNITY
- RESTORE AREA TO PREVIOUS CONDITION
- RESPECT FOR INMATE PERSONAL PROPERTY

SHAKEDOWNS

-INMATE PAT AND STRIP

LESSON PLAN (SHAKEDOWNS - INMATE PAT AND STRIP)

LESSON TITLE: Shakedowns - Inmate Pat and Strip

TIME FRAME: One Hour

SUGGESTED MATERIALS: Lecture/discussion notes, supportive visuals

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - See S.T.C. Manual Section "Contraband and Shakedown Procedures"

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After attending the lecture, viewing the visuals, and searching a fellow participant, each participant will be able to:

A. Describe, in writing, at least 20 specific body/clothing locations to check and describe, briefly the proper procedure for conducting a body search;

Conducting a "pat down" search

(Particular attention will be given conducting the search without damaging positive staff-inmate relationships) (100% accuracy)

B. Describe the correct procedure for conducting the following searches:

- male staff searching female inmates
- female staff searching male inmates
(100% accuracy)

C. Describe, in writing, the exact procedure to be followed in conducting a strip search (100% accuracy)

PERFORMANCE OBJECTIVES: During the instructional program, each participant will:

A. Conduct a personal search of another individual, and locate contraband that has been hidden. (100% accuracy)

After return to the job, each participant will:

B. Conduct inmate shakedowns as required in accordance with Bureau and Local Policy, and the technique covered in this training program. (Successful achievement to be based upon positive oral and written feedback and evaluations from supervisor(s).) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (SHAKEDOWNS - INMATE PAT AND STRIP)

I. INTRODUCTION TO BODY SEARCHES

It is important that you set the proper "tone" for instruction in this area. Points that you should make in your introduction are:

- conducting body searches is a part of the job of working as a correctional worker.
- it is everyone's responsibility.
- it is one of the most effective measures to insure a safe working environment.
- it can become a serious problem area in staff-inmate relations.

II. DISCUSS THE TECHNIQUES TO BE USED WHEN FEMALES AND MALES ARE SEARCHING MALES

There are a series of thirteen visuals to aid you in describing the proper technique for searching males. Once the visuals have been seen and discussed, you should:

- have a class member (male) search you or another instructor and have the class critique.
- have a class member (female) search you or another instructor and have the class critique.

III. DISCUSS THE TECHNIQUES TO BE USED WHEN FEMALES AND MALES SEARCH FEMALES

There are eleven visuals to aid you in describing the proper techniques for searching females. Once the visuals have been seen and discussed, you should:

- have a class member (male) search a staff or class female and have the class critique.
- have a class member (female) search a staff or class female and have the class critique.

Along about now, the point that Bureau policy allows for searches of a member of the opposite sex only in emergencies ought to be clarified and stressed as to whether it refers only to strip searches.

IV. DISCUSS THE TECHNIQUES TO BE USED WHEN CONDUCTING STRIP SEARCHES

There are thirteen visuals to aid you in describing the proper technique for conducting a strip search. Once the visuals have been seen and discussed, you should:

- explain the occasions when such searches are required.
- discuss the possible requirements for medical personnel being present.
- evaluate the various facilities (visiting rooms, etc.) where a strip search should be carried out.
- discuss the limitations on male staff strip searching female inmates; female staff strip searching male inmates.

MALE & FEMALE BODY SEARCHES

FEMALES AND MALES

searching males

check

THE CONTENTS OF
POCKETS & ITEMS
CARRIED IN HANDS

VISUALLY AND USING
YOUR HANDS

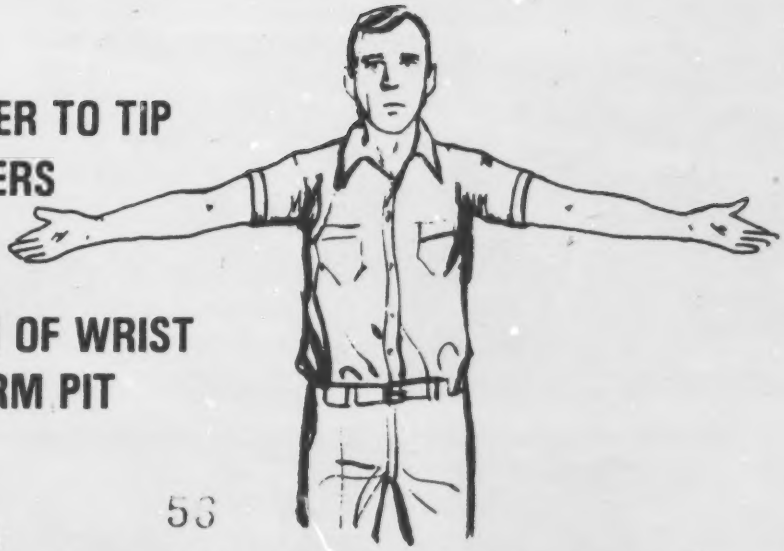
CHECK:

- HAIR
- EARS
- MOUTH
- COLLAR AND NECK

TELL THE PERSON BEING SEARCHED TO ROTATE HANDS INSIDE OUT & SPREAD FINGERS

CHECK:

- **SHOULDER TO TIP OF FINGERS**
- **BOTTOM OF WRIST THRU ARM PIT**



INSPECT THE WAIST AREA

A. OUTSIDE CLOTHING

B. BETWEEN CLOTHING AND FLESH

C. BETWEEN BELT AND TROUSERS

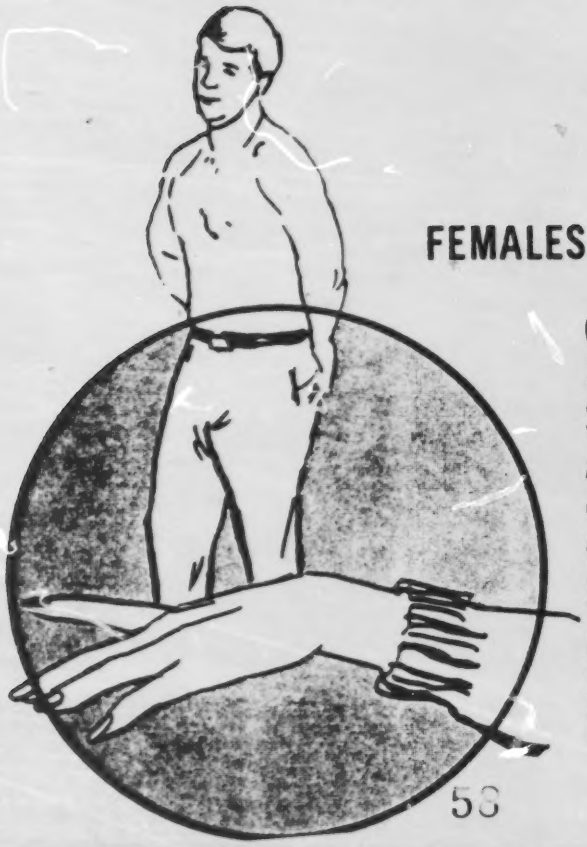
CHECK:

- BACK AND BACK CAVITY
- CHEST

VISUALLY AND USING YOUR HANDS

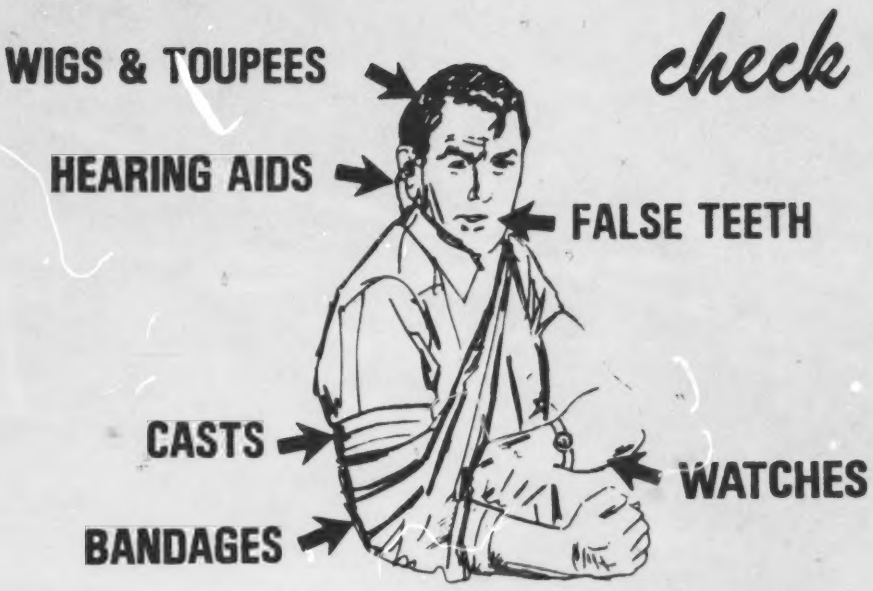
CHECK:

- **BUTTOCKS**
- **OUTSIDE OF LEGS**
- **INSIDE OF LEGS**
- **CROTCH**



FEMALES SHOULD:

ONLY SHAKEDOWN MALE INMATES WHEN MALE STAFF ARE NOT AVAILABLE AND AN EMERGENCY (POTENTIAL LOSS OF CONTRABAND) EXISTS. IN SUCH A SITUATION, FEMALES USE EXACTLY THE SAME PROCEDURE AS MALE STAFF.



CHECK:

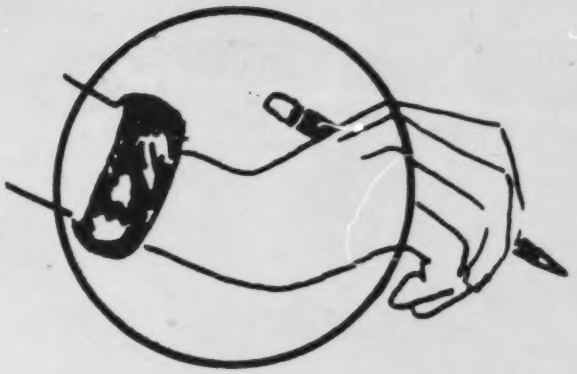
- ANKLES
- FEET
- SHOES

FEMALES AND MALES

searching females

check

THE CONTENTS OF POCKETS & ITEMS CARRIED IN HANDS.



VISUALLY AND USING YOUR HANDS

CHECK:

- **HAIR**
- **EARS**
- **MOUTH**
- **COLLAR AND NECK**

TELL THE PERSON BEING SEARCHED TO ROTATE HANDS INSIDE OUT & SPREAD FINGERS

CHECK:

- **SHOULDER TO TIP OF FINGERS**
- **BOTTOM OF WRIST THRU ARM PIT**

CHECK:

- **BRA AND CHEST**

HAVE INMATE UNSNAP BRA, LEAN FORWARD AND SHAKE

MALES SHOULD:

ONLY SHAKEDOWN FEMALE INMATES WHEN FEMALE STAFF ARE NOT AVAILABLE AND AN EMERGENCY (POTENTIAL LOSS OF CONTRABAND) EXISTS. IN SUCH A SITUATION, MALES USE EXACTLY THE SAME PROCEDURE AS FEMALE STAFF.

FEMALE STAFF MEMBER

- OUTSIDE OF LEGS
- INSIDE OF LEGS
- GROIN

CHECK:

- **BACK AND BACK CAVITY**

MALE STAFF MEMBER

- **LEGS**
- **BUTTOCKS**

MALE STAFF MEMBER

- LEGS

- BUTTOCKS
- GROIN

- **GROIN**

CHECK:

- **ANKLE**
- **FEET**
- **SHOES**

strip
searches

STRIP SEARCHES

- OTHER THAN AN EMERGENCY SHOULD BE DONE BY TWO OFFICERS
- CONDUCTED OUT OF PUBLIC VIEW

AS THE PERSON STRIPS CHECK:

- CLOTHING
- CONTENTS OF POCKETS
- ITEMS CARRIED IN HAND

CHECK:

- **HAIR–USE YOUR HANDS TO CHECK**
- **EARS**
- **MOUTH**

CHECK:

- **ARMS AND ARM PITS**
- **CHEST TO WAIST**
- **WAIST TO TOES**
- **GROIN**
- **PENIS AND TESTICLES HAVE INMATE USE TIPS OF FINGERS TO SKIN PENIS AND LIFT TESTICLES**

CHECK:

- **WAIST TO HEELS**
- **RECTUM**
- **NECK TO WAIST**

CHECK:

- **BOTTOM OF FEET/TOES**
- **NEEDLE MARKS**

AS PERSON STRIPS CHECK:

- CLOTHING
- CONTENTS OF POCKETS
- ITEMS CARRIED IN HANDS

CHECK:

- HAIR – USE HANDS TO CHECK
- EARS
- MOUTH
- CHEST TO WAIST
- WAIST TO TOES

CHECK:

- **BREASTS**

VISUALLY CHECK:

- **VAGINA**

- RECTUM
- VAGINA
- NEEDLE MARKS ON WHOLE BODY

INSPECT:

- NECK TO WAIST
- WAIST TO HEELS

Tool and Key Control

LESSON PLAN (TOOL AND KEY CONTROL)

LESSON TITLE: Tool and Key Control

TIME FRAME: One and One Half Hours

SUGGESTED MATERIALS: Lecture notes, chalkboard and chalk, samples of Class "A" and Class "B" tools, samples of all keys and locking devices used at _____ (Institution) _____ (Name).

Chapter 5 - "Control of Keys and Locks," and Chapter 6 - "Tool Control," Custodial Manual. Local policy on both subjects.

PRIORITY: For Immediate Delivery - Cross Reference:

S.T.C. - Not covered at S.T.C.

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After hearing the lecture, participating in the discussion, viewing demonstrations and engaging in industrial practices, each participant will be able to:

A. List at least five class "A" and five class "B" tools commonly found at this institution. (100 accuracy)

B. Describe the local institution policy, in writing, for handling class "A" and class "B" tools. (With 100% accuracy)

C. Describe, in writing, the commonly discovered problems with locking devices at this institution and give at least one method of correcting each problem. (100% accuracy)

D. Describe, in writing, with 100% accuracy, the key control procedures to be followed at this institution.

PERFORMANCE OBJECTIVES: During this training program, each employee will:

A. Actually identify a locking device problem (using sample keys and locks provided by the instructor) and correct it. (100% accuracy)

B. After return to the job, each employee will complete the probationary year without any negative comments (in writing) from the supervisor regarding poor key control or inability to operate locking devices. (Three negative comments in this area will result in referral of the employee for remedial training.)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

GROUP III

WORKING WITH INMATES

Inmate Programs and Services

LESSON PLAN (INMATE PROGRAMS AND SERVICES)

LESSON TITLE: Inmate Programs and Services

TIME FRAME: Two Hours

SUGGESTED MATERIALS: Lecture notes, chalkboard and chalk, overhead transparencies or other visual aides, screen and other equipment necessary for using audio visuals, writing materials, handouts listing all available programs at _____ Institution Name and department heads responsible for that program/service area, Chapter 1 "The Functional Unit," Custodial Manual.

PRIORITY: For Immediate Delivery - Cross References:

See S.T.C. Manual Section re: Program Decision Making

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After listening to lectures and guest speakers, participating in discussions, reviewing handouts and visuals, each participant will be able to:

A. List, with 90% accuracy, at least five inmate programs and services offered at this institution.

B. Be able to list, with 80% accuracy, the staff member responsible for each program and service area listed in Objective "A."

C. Outline, in order, with 75% accuracy, the steps that an inmate must go through at this institution prior to appearing before the United States Parole Commission.

D. Briefly describe, in writing, the local policy re: work and study release, and furlough . (With 80% accuracy)

E. List at least five characteristics of the local inmate population that have a bearing on programs/services offered at this institution. (80% accuracy)

F. List, and briefly describe the characteristics of, each functional unit at this institution. (With 100% accuracy)

G. Briefly describe, in writing, the concept of "Social Education" and how it involves all institution program areas. (80% accuracy)

H. Define the term "Volunteerism in Correctional Programming: with 80% accuracy; and give three examples.

PERFORMANCE OBJECTIVES: Upon return to the job, each participant will be able to:

A. Make correct referrals of inmates requesting services and/or program assistance to the appropriate officials during the probationary year. (90% accuracy to be measured on the basis of feedback provided by inmates and supervisors.)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

Inmate Accountability and Custody

LESSON PLAN (INMATE ACCOUNTABILITY AND CUSTODY)

LESSON TITLE: Inmate Accountability and Custody

TIME FRAME: Two Hours

MATERIALS: Lecture notes, copies of any applicable local or Bureau Policy Statements/Operations Memos, 35 mm slides, projection equipment and/or photos, role play guides, institution "call out" and "change" sheets, census sheet, crew kit cards.

NOTE: The area of inmate accountability cuts across almost all other areas in the initial 40 hours of training. Thus, we strongly suggest that this be one of the first modules covered and that the instructor relate the material covered to other, following training modules.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - See S.T.C. Manual re: "Staff-Inmate Relations"

Remedial Training - See Remedial Training Lesson Plan

O.J.T. - Relates to almost every O.J.T. Training Standard

LEARNING OBJECTIVES: After hearing the lecture, participating in discussion, reviewing reading material and audio visuals, and participating in role plays, each employee will be able to:

A. Write a brief paragraph explaining his role as a member of a "correctional team." (This paragraph should cover such issues as "fairness," "consistency of rule enforcement," and "facilitative firmness.") (80% accuracy)

B. List the requirements for, and any special problems in, supervising the following activities:

1. Medical furlough trips.
2. Recreational field trips.
3. Escorted furloughs (funeral, bedside, and business)
4. Mail room (should include discussion of P.M.B. and privileged communication)
5. Hospital and pill line
6. Call outs (should include coverage of how to make referrals to chaplain, case manager, hospital, etc.)

7. Record office
8. Visiting room (including P.R. with visitors)
9. Commissary
10. Legal and regular library (include discussion of how to treat inmate legal materials)
11. Segregation (requirements for exercise, food, books, legal materials, visits)
12. Food service
13. Clothing room
(100% accuracy)

C. Specifically identify in writing, the material found in a detail crew kit and the information contained on a crew kit card. (100% accuracy)

D. Identify and briefly define, in writing, the security classifications used at the institution. (100% accuracy)

PERFORMANCE OBJECTIVES: During this training program, each employee will:

A. Role play a staff member being confronted by inmate (role played by Training Coordinator or Associate Instructor) in situations drawn from the activities listed in "B" above. (Role playing activity to be evaluated as to how well the trainee performs with regard to "fairness," "consistency of role enforcement," and "facilitative firmness.") (100% accuracy)

B. Using an institution "call out" and "change" sheet, identify the names and numbers of inmates:

1. assigned to a particular detail
2. assigned to a particular housing unit
3. on "lay in" or "idle" status, and the reason for such status.
(100% accuracy)

C. After return to the job, each employee will receive no negative comments from his supervisor regarding his ability to insure accountability of the inmates under his supervision. (Such negative comments would be made on the monthly or quarterly evaluations.) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

LESSON OUTLINE (INMATE ACCOUNTABILITY AND CUSTODY)

I. EXPLAIN THAT PROPER STAFF/INMATE RELATIONS BEGIN WITH A PROFESSIONAL BEARING ON THE PART OF THE LINE CORRECTIONAL WORKER

- Discuss that the first step in professionalism is proper job performance.
  - Knowledge of the institution classification of inmates.
  - Knowing and following institution security policies.
  - Taking action and not ignoring problem situations.
  - Listening with empathy.
  - Not allowing oneself to be manipulated.
  - Reprimand, discipline when other methods fail.
  - Perform search and shakedown.
  - Use force carefully and only to the degree needed.
  - Set a good example--be firm but fair.
- Explain some negative job performance actions (from visuals).
- Discuss another step in professionalism as the positive attitude toward self, the job, fellow correctional workers, and the institution and Bureau policies.
- Explain that the continued growth of a correctional professional comes through awareness of developments which affect the entire field of corrections.

II. EXPLAIN WHY THE CORRECTIONAL WORKER HAS SUCH A HIGH IMPACT ON THE INMATE POPULATION

- Availability
  - Staff are there 24 hours a day
  - Staff are with the inmates on details, tours, and regular assignments
- Informality
  - Contacts, problems and concerns are often discussed without fear

- Identity

  - The attitude, professionalism, and concern of the correctional worker is reflected in inmates being supervised.

III. EXPLAIN THAT ALL INSTITUTIONAL PERSONNEL HAVE A RESPONSIBILITY FOR THE CARE, CUSTODY AND CORRECTION OF THE INMATE

- When all the staff work as part of a correctional team the entire institution reflects cooperation.

  - Security is tight
  - Contraband is identified and stopped
  - Inmates cannot play staff off against each other

- A team approach means a more realistic program of services to help the inmates,

- Increased emphasis on fairness, and a better understanding of the jobs of other staff members.

IV. DISCUSS SOME OF THE SPECIAL PROBLEMS IN STAFF/INMATE RELATIONS THAT CAN OCCUR IN SPECIAL ACTIVITIES

- Medical trips

- Recreational field trips

- Escorted furloughs (funeral, bedside, and business)

- Commissary

- Hospital and pill line

- Call outs

- Segregation

V. USE THE FIVE ATTACHED ROLE-PLAY SITUATIONS TO HAVE THE TRAINEES PRACTICE PROPER STAFF/INMATE RELATIONS

ROLE-PLAY SITUATIONS

On the following pages there are five role-play situations for use with the Inmate Accountability and Security training program. In each of the situations, there is information for the role of an inmate and for a staff member. In the first situations it might be the best approach for the instructor or other experienced staff member to perform in the role of the inmate (many of the trainees will have limited experience with inmate populations and they may not be able to carry off the role of the inmate).

Inmate Accountability and Custody

Professionalism

Job Performance

→ Attitude about self, job, and fellow workers

→ Awareness of developments in corrections

Positive Job Performance

- Take action
- Assist by directing toward desired goals
- Listen with empathy
- Don't be manipulated
- Reprimand & discipline when necessary
- Search & shakedown
- Use force carefully & only to the degree needed
- Set a good example - **FIRM but FAIR**

Correctional Worker's High Impact on Inmate Relations

- **Availibility**
  - 24 hours, throughout the institution
- **Informality**
  - contact leads to open communication
- **Identity**
  - Staff and inmates spend a great deal of time together

Negative Performance

1. Avoidance
2. Give inmate special favors
3. Accept gifts from inmate or family
4. Prejudiced treatment of groups
5. Introduce contraband - in or out
6. Gossip
7. Lose temper, use profanity, vulgarity or other abuse
8. Make promises which can't be kept
9. Use nicknames
10. Discuss your personal problems
11. Get involved with relatives of inmates

Special Problems Areas

Medical trips
Recreational field trips
Escorted furloughs
Commissary
Mail Room
Hospital & pill line
Call outs
Record Office
Visiting Room
Legal & regular library
Segregation
Food Service
Clothing Room

Incident 1

Two inmates are pushing each other in the chow line. They are both laughing and kidding, but their horseplay is noticably holding up the line.

YOU:

Ignore the incident

Tell the inmates to stop

Pull the inmates out of line
& tell them to return to their
housing unit

Incident 2

An inmate laughingly pushed another out of the serving line. You told him to stop & he did. As you were returning to your post, the inmate said something that you couldn't hear - but the entire line burst into laughter.

YOU:

Send the inmate to his housing unit

Confront the inmate & threaten him
with loss of privileges

Write an incident report

Ignore the incident

Incident 3

While you were taking count an inmate was moving around and changing positions in order to "play a trick" on you. When the count was completed, it was found that either someone was missing or the count was incorrect. A recount had to be performed, requiring late chow for all the inmates.

YOU:

Submit a report

Warn the inmate not to do it again

Ignore the sitution thereby showing control

Allow the other inmates to discipline the one playing around since they had been inconvenienced by his actions

Incident 4

An inmate has refused to bathe for the third time this week. On the previous occasion, you were able to talk quietly and convince him to bathe. However, this time he refuses to be persuaded and has stated that under no circumstances will he bathe. The other prisoners have complained a number of times about his unpleasant odor.

YOU:

Handle the matter informally, talking to the inmate until he consents to bathe

Do nothing, the other prisoners will soon force him to bathe

Write a formal report of the matter, explaining the situation

Force him to shower

Incident 5

An inmate has consistently shown hostility toward you. Usually his misbehavior is characterized by "silent insolence" and a slowness in following orders. Recently he did not appear for his detail and was found sitting in a corner of his housing unit, refusing to move. You attempted to talk to him in order to find out if he had a problem or complaint. However, he swore at you and told you to, "Get off my ass". He refused to move or perform any of his assigned duties for the day.

What should you do?

Counting Procedures

LESSON PLAN (COUNTING PROCEDURES)

LESSON TITLE: Counting Procedures

TIME FRAME: One Hour

MATERIALS: Lecture notes, Chapter 9 "Counts" of Custodial Manual, observation area (cell house, dorm, etc.) for practice and demonstration.

NOTE: If at all possible, this class should be scheduled at a time when participants can actually observe a count taking place.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - Not specifically covered at S.T.C.'s. Touched on during "Custody, Security, and Control."

Remedial Training - See Remedial Training Lesson Plan.

O.J.T. - See O.J.T. Objectives.

LEARNING OBJECTIVES: After attending the lectures, participating in the discussion and actual practice, each participant will be able to:

A. List, in writing, the ten basic principles for conducting counts as described in the Custodial Manual. (80% accuracy)

B. Describe the basic criteria for:

1. Formal counts
2. Census checks
3. Emergency counts

(100% accuracy)

C. Identify, in writing, the times at which formal counts are conducted at the local institution. (100% accuracy)

D. Describe, in writing, any specific problems in conducting counts at the local institution which are caused by the physical structure and/or layout of the institution. (100% accuracy)

PERFORMANCE OBJECTIVES: During the training period, each participant will:

A. Actually observe a count taking place. (100% accuracy)

B. Conduct an accurate count of a living area or a section of a living area while under supervision of an associate instructor.

Upon return to the job, each participant will be able to:

C. Consistently conduct accurate, timely, and efficient counts of the areas under his supervision. (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (COUNTING PROCEDURES)

I. EXPLAIN THE PURPOSE OF COUNTS

To properly fulfill our primary duty of detention of prisoners, it is necessary that all institutions maintain an accurate system of counts and census checks to insure around-the-clock accountability of all inmates.

II. DISCUSS LOCAL INSTITUTION POLICY AND PROCEDURES FOR COUNTS

- List the institution count times on the board.
- Explain the control center's responsibility in regard to inmate movement and counts.
- Discuss any special problems that can become difficulties in counts
  - institution layout
  - out counts
  - special assignments
  - unusually large housing areas

III. READ AND DISCUSS THE BUREAU-WIDE POLICIES CONCERNING COUNTS

1. The count system should provide for at least five (5) and preferably six (6) formal counts each 24 hour period.
2. In institutions that do not have a formal count during a noon hour, a comprehensive census by details shall be made, by all supervisors or anyone having inmates under their supervision.
3. Master count is maintained in the control center. The control center must be provided with up-to-the minute information regarding all housing moves, work assignment changes, admissions to the hospital, etc.
4. While counting, an officer should allow nothing short of an emergency to distract his attention.
5. There should be no movement of inmates during a formal count.
6. Counts in dormitory or open type units should never be made by only one officer.

7. See and count living, breathing, flesh.

8. The officers who took the count should remain in the area until the count is verified.

9. When taking night counts, flashlights should be used judiciously.

10. An up-to-the-minute count record must be maintained in the control room at all times.

IV. EXPLAIN AND DISCUSS THE DIFFERENT TYPES OF COUNTS

A. Formal Count

- Regular, required count of all inmates in the institution

B. Census Check

- Frequent but irregular check to verify that all inmates under the supervision of an officer are present.

C. Emergency count

- A formal count taken at other than one of the times specified for the regular formal count.

V. EXPLAIN SOME BASIC PROCEDURES FOR TAKING A COUNT

- Be systematic, take your time, don't become distracted

- Allow no inmate movement

- Be conscious of special problems

  - Dormitories - pillars, lavatories
  - Housing Units - corners of quads, sinks

VI. TAKE THE GROUP TO THE CONTROL ROOM WHILE A COUNT IS BEING CALLED IN

VII. VISIT A HOUSING UNIT TO OBSERVE A COUNT TAKING PLACE

VIII. HAVE PARTICIPANTS PARTICIPATE IN AN ACTUAL COUNT IN A HOUSING AREA

Counting Procedures

Purpose of Counts

To properly fulfill our primary duty of detention of prisoners, it is necessary that all institutions maintain an accurate system of counts and census checks to insure around-the-clock *accountability* of all inmates.

Counting Procedures

- **No** inmate movement
- Use two officers in open areas (dormitories, walk area, etc.)
  - — one counts
  - — one observes inmate movement
- Count **people** — don't assume
- At night usé flashlights judiciously
- Signed count slips go to the Control Center
- Stay in area until count is cleared

When counting you must:

- Be systematic
- Take your time
- Concentrate
- Remain in the area until the count has cleared.
- Count living breathing flesh.

Control Center Counting Responsibilities

— Maintains master count

— Records inmate movement

— Receives group or area counts & verifies total institutional count

Types of Counts

FORMAL COUNT
— Regular, required count of all inmates in the institution

CENSUS CHECK
— Frequent but irregular check to verify that all inmates under the supervision of an officer are present

EMERGENCY COUNT
— A formal count taken at other than one of the times specified for the regular formal count

Inmate Discipline

LESSON PLAN (INMATE DISCIPLINE)

LESSON TITLE: Inmate Discipline

TIME FRAME: Two Hours

SUGGESTED MATERIALS: Discussion/lecture notes, visual aids, and case studies.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - See "Inmate Disciplinary Procedures P.S. 7400.5c" in S.T.C. Manual.

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

NOTE: Due to many recent and often changing developments in the area of inmate discipline, it is suggested that this unit be an introductory segment for the new employee and that once this material has been presented, arrangements be made to present the training package on Policy Statement 7400.5c - Inmate Discipline.

LEARNING OBJECTIVES: After participation in lecture/discussion, viewing visuals, and considering case studies, each participant will be able to:

A. In writing, explain that the Bureau definition of discipline is:

> Individual inmate adjustment to the programs, behavior standards, and limitations necessarily imposed by the administration.
>
> General welfare and safety of the institutional community. (100% accuracy)

B. In writing, explain the difference between formal and informal disciplinary actions, and give two examples of each. (75% accuracy)

C. List 3 examples of situations which warrant informal disciplinary actions. (66% accuracy)

D. List 3 examples of situations which warrant formal disciplinary actions. (100% accuracy)

E. Correctly identify the incident report as the documentation used in a formal disciplinary action. (100% accuracy)

F. In writing, explain the differences between discipline and punishment. (100% accuracy)

G. List examples of two negative and two positive disciplinary actions. (100% accuracy)

H. From a series of five simulated cases select the proper course of disciplinary action. (80% accuracy)

PERFORMANCE OBJECTIVES: After return to the job, or during the formal training program, each participant will:

A. Actually observe an I.D.C. and a U.D.C. process a disciplinary case. (100% accuracy)

B. Submit reports, testimony, and other requested assistance to the U.D.C. and I.D.C. in a manner consistent with current Bureau policy regarding inmate disciplinary procedures. (Evaluation to be based on positive oral and written comments from participant's supervisor(s).) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (INMATE DISCIPLINE)

I. EXPLAIN THE BUREAU DEFINITION OF DISCIPLINE

- Individual inmate adjustment to the programs, behavior standards, and limitations necessarily imposed by the administration.

- General welfare and safety of the institutional community.

II. EXPLAIN THAT THERE ARE BOTH FORMAL AND INFORMAL LEVELS OF DISCIPLINE

- Informal levels of discipline are often first attempts at changing inmate behavior.

  - Officer presence in an area.
  - A reminder of the institution rules.
  - A discussion with an inmate or a group of inmates to hear a grievance.
  - Inmate actions requiring informal discipline include horseplay, lax performance on details, sloppyness, late reporting, etc.

- Formal discipline is usually the result of the inmate not adjusting after the informal intervention.

  - Formal disciplinary action results in a documented incident report
  - Actions requiring formal discipline include escape attempts, contraband, attacks on staff or other inmates, interference with the count, etc.

III. EXPLAIN THAT IN BOTH INFORMAL AND FORMAL DISCIPLINE, POSITIVE METHODS ARE BETTER THAN NEGATIVE ONES

- Threats are negative, hard to carry out, and result in poor staff/inmate relations.

- Listening, questioning to find the source of a problem, and offering alternative actions for the inmate to follow are positive measures.

- At about this point we need to identify the role and function of the I.D.C. and U.D.C.

IV. EXPLAIN A PROFESSIONAL PHILOSOPHY OF INMATE DISCIPLINE

- Know the Bureau and institutional policies in regard to inmate discipline.
- Learn the classification system used for inmates.
- Enforce all the rules with the same enthusiasm.
- Be firm but fair.
- Minor problems can become major disturbances or riots if not handled properly.

V. READ AND DISCUSS EACH OF THE FIVE CASES PRESENTED

- Allow the trainees to discuss each of the alternatives.
- Right or wrong answers are not what should be discussed. Reasons why certain actions may be warranted are what is important.
- If a particular case has enough interest, assign roles to the class members and use it as a role-play situation.

VI. ONCE THE TRAINEES HAVE DISCUSSED THE FIVE CASES, REVIEW THE TRAINING PACKAGE WHICH COVERS POLICY STATEMENT 7400.5c - INMATE DISCIPLINE

Inmate Discipline

Discipline - Training required to insure obedience to rules

Punishment - A penalty for an offense

Effective discipline is designed to **correct** & **teach.**

Punishment **may** be appropriate in some cases as a method of encouraging proper behavior. However, Bureau employees are never allowed to use physical punishment in disciplining or punishing inmates.

Means to Achieve Discipline

Negative
- Threat of punishment
- Taking away privileges
- Assignment to solitary cell

Positive
- Teaching self control
- Setting standards of proper behavior
- Correcting improper behavior consistently & fairly

Discipline

- Orderly conduct

Immediate objective

- An orderly controlled institution

Ultimate aim

- To instill qualities of self-reliance, self-control, self-respect & self-discipline which will carry over upon release

Activities Which Normally Require Discipline

- Wasting food
- Poor housekeeping/sanitation
- Lax performance on job assignments
- Excess noise
- Insolence & lack of respect

INFORMAL DISCIPLINE (No Report)

- Attempts to change behavior
- Point out consequences
- Allow time for change in behavior

FORMAL DISCIPLINE (Report)

- Set standards
- Identify possible punishment
- Allow time for change in behavior

PUNISHMENT (Report)

- Loss of privileges
- Isolation
- Forfeiture of good time

Types of Actions Which Normally Require Punishment

- Interfering with a count
- Attempted escape
- Possession of a weapon
- Attack on an officer
- Attack on another inmate
- Destroying government property

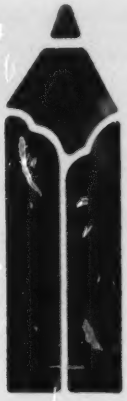
Basics of Inmate Discipline

Ignoring improper behavior does not mean it didn't happen

Listen with empathy

Do not make promises or threats which you cannot keep

Be firm but fair



Incident Report Writing

LESSON PLAN (INCIDENT REPORT WRITING)

LESSON TITLE: Incident Report Writing

TIME FRAME: Four Hours

SUGGESTED MATERIALS: Lecture/discussion notes, videotape player, visuals

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - See S.T.C. Manual Section "Correctional Report Writing"

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After attending the lecture, participating in the discussion, viewing the visuals, and writing incident reports based on video taped situations, each participant will be able to:

A. In writing, define a report as a written communication of information to someone who wants or needs it. (100% accuracy)

B. In writing, correctly identify that the first step in preparing a report is to make an outline. (100% accuracy)

C. List the four types of reports as:

1. Incident,
2. Positive behavior,
3. Negative behavior, and
4. General memorandum. (75% accuracy)

D. List four requirements that a well written incident report must meet (answer to include the following):

1. Must be of observed behavior or of evidence obtained through investigation.

2. Includes only facts and details.

3. Does not contain examples of biases, prejudices, and personal judgments.

4. Identifies witnesses, both staff and inmate (100% accuracy)

NOTE: Participants should be advised that due to the extreme importance of this topic, it will be covered again at the S.T.C. and will be touched upon in training sessions conducted throughout their careers.

E. Write five acceptable incident reports based on the video cases. Criteria for acceptance includes:

- accurate and complete information,
- freedom from biases and opinions,
- chronological organization. (100% accuracy)

PERFORMANCE OBJECTIVES: Upon return to their job, each participant will:

A. Consistently submit incident reports as institutional needs demand which are grammatically accurate and reflect the criteron for well written reports described in Learning Objective "D." (Successful attainment of this objective will be evaluated by spot checking at least three reports written by the participant, and by positive oral and written feedback from the supervisor(s)). (100%accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (INCIDENT REPORT WRITING)

I. EXPLAIN THAT, DUE TO MANY CIRCUMSTANCES, THERE IS AN INCREASING NEED FOR PROPERLY WRITTEN REPORTS

- Court decisions, incidents, and experience show the necessity of communicating and documenting information regarding inmates' behavior.

- Many important institutional decisions regarding the inmates' welfare are based on the accuracy and content of reports written about their conduct.

- Incident reports have been used as documentary evidence in hearings and trials.

- Define a report as a written communication of information to someone who wants or needs it.

- Explain that all line staff may be involved in preparing four types of reports:

    - Incident reports,
    - Positive behavior reports,
    - Negative behavior reports, and
    - General memorandum.

- Explain that of the four types, the incident report is often the most critical

    - It reports on improper behavior and is the basis for disciplinary actions.
    - It becomes part of the documentation of an incident.

II. DISTRIBUTE COPIES OF THE PROPERLY WRITTEN INCIDENT REPORT

- Point out to the trainees those elements that make it a good incident report.

    - It lists only observed behavior.
    - It is free of biases, prejudices and opinions.
    - It gives the facts of who was involved, when the incident occurred, who the witnesses were, and what the disposition of the evidence was.

- Point out the techniques that were used in preparing the report.

    - It was drafted from an outline.
    - It is written in a straight-forward, direct style.

- It is chronological in its presentation of information.
- It is easy to read because there has been no attempt to "dress-up" the language. (i.e., profanity is described accurately, just as stated.)

III. DISTRIBUTE COPIES OF THE IMPROPERLY WRITTEN INCIDENT REPORTS

- Point out reasons why these reports are not good incident reports.
- Have the trainees rewrite these reports to make them acceptable.

IV. HAVE THE TRAINEES WATCH THE FIRST CASE SITUATION ON VIDEO TAPE

- Have several trainees work as a team to produce an acceptable incident report.
- Have the class critique each report.

V. IN THE REMAINDER OF THE VIDEO CASES, EACH TRAINEE WILL PRODUCE AN INDIVIDUAL INCIDENT REPORT

- The reports will be read and critiqued for both content and style.
- If a trainee is unable to produce an acceptable report from the cases, time should be alloted for additional work on the video cases on an individual basis.

UNITED STATES GOVERNMENT

M E M O R A N D U M

DATE: July 10, 1972

TO: Associate Warden

FROM: A. Suggins, Correctional Officer

SUBJECT: Disturbance and Fire in Segregation Unit

At about 8:30 P.M. this evening, inmate Morency, #909-999, created a serious disturbance in cell #10 of the segregation unit by setting fire to the bedding, clothing and magazines in the cell.

Officers Smith, Jones and I noticed the smoke coming from his cell, and upon investigation, we found that he had a substantial fire burning in the cell. We opened the security door in order to move him and put out the fire. He refused to be moved, being in what appeared to be a highly excited state of mind. He fought us violently while screaming that he was going to kill each of us "Dirty Bastards." We used necessary force, subdued and moved him to another cell. He sustained body bruises and injury to some of his front teeth. As soon as sufficient help arrived, he was escorted to the hospital for examination and treatment. After being seen by Dr. Kimbrell, he was admitted to the psychiatric unit.

As a result of this encounter, officers Smith and Jones received minor burns and bruises which required medical attention at the institution hospital.

U.S. DEPARTMENT OF JUSTICE
Bureau of Prisons
INCIDENT REPORT

1. NAME OF INSTITUTION

PART I - INCIDENT REPORT

2. NAME OF INMATE	3. REGISTER NUMBER	4. DATE OF INCIDENT	5. TIME
Weiner, Harley A.	999-999	7-10-72	10:15 A.M.

6. PLACE OF INCIDENT	7. ASSIGNMENT	8. QUARTERS
Main Dining Room	Food Service	"A" Cellhouse

9. INCIDENT	10. CODE
Insolence - Being unsanitary and untidy	651 & 304

11. DESCRIPTION OF INCIDENT

Today while supervising the sweeping crew, I noticed Weiner screwing around (like he usually does and like he has been warned about before) and as I approached him, I noticed his clothing was filthy and that he was barefooted again. I asked him what he was doing looking like a bum and if he wanted me to read the damned rules to him. He got a snotty look on his face and said, "You can read?" I told this silly son of a bitch that I didn't have to take that off the likes of him and locked him up. I recommend he be left in the hole for a long time until he learns to watch his smart mouth.

12. SIGNATURE OF REPORTING EMPLOYEE

13. NAME & TITLE (Printed)

U.S. DEPARTMENT OF JUSTICE
BUREAU OF PRISONS
INCIDENT REPORT

1. NAME OF INSTITUTION

PART I - INCIDENT REPORT

2. NAME OF INMATE	3. REGISTER NUMBER	4 DATE OF INCIDENT	5. TIME
Weiner, Harley A.	999-999	7-10-72	10:15 A.M.

6. PLACE OF INCIDENT	7. ASSIGNMENT	8. QUARTERS
Main Dining Room	Food Service	"A" Cellhouse

9. INCIDENT	10. CODE
Insolence - Being unsanitary and improperly dressed	651 & 307

11. DESCRIPTION OF INCIDENT

At about 10:15 A.M. today Weiner reported to work with his personal hygiene in extremely poor condition. His clothing was filthy and he was barefooted. On two previous occasions (July 3 & 6, 1972) I have warned him about reporting to work in the Dining Room in such an unclean condition and barefooted. When I approached him and instructed him to return to quarters to change clothes and put on his shoes, he became very belligerent and insubordinate. I cautioned him about his attitude and this tended to increase his anger towards me. He called me a "son of a bitch" and told me to get off his back before something "bad" happened. I escorted him to the supervisor's office and turned him over to Mr. Aiken, Correctional Supervisor.

12. SIGNATURE OF REPORTING EMPLOYEE

13. NAME AND TITLE (Printed)

Incident Report Writing

A Report Is . . .

A written communication of information to someone who wants or needs it, in the most convenient and usable form.

Types of Reports

- **Incident**
  - Observed negative behavior
- **Positive behavior**
  - A report to the unit manager or team concerning positive actions by the inmates
- **Negative behavior**
  - A report to the unit manager or team listing negative actions by the inmate - actions which are not severe enough for an incident report, but ones that show a pattern.
- **General Memorandums**
  - General information to your relief officer or a request to the CCS's office.

Reports

Many important institutional decisions regarding the inmate's welfare are based upon the accuracy and content of reports written about his conduct. Decisions ranging in importance from loss of good time and privileges to additional good time, pay and parole, are made primarily upon the cumlative written documentation of line employees and detail supervisors.

Types of Reports

- **Incident**
  - Observe negative behavior or evidence from investigation
  - Must describe the **facts** & **details** of the situation
  - Witnesses should be listed
  - The disposition of physical evidence should be included
  - The report may appear in court - so write only what you can prove

Administrative Remedies Procedures

LESSON PLAN (ADMINISTRATIVE REMEDIES)

LESSON TITLE: Administrative Remedies

TIME FRAME: One Hour

SUGGESTED MATERIAL: Lecture notes, Lesson outline, Handouts

PRIORITY: For immediate Delivery - Cross Reference
S.T.C. - S.T.C. Manual Section on
S.T.C. - S.T.C. Manual Section on

Administrative Remedies

Remedial - See Remedial Training Lesson Plan

OBJECTIVES: After hearing this Lecture, participating in the discussion and viewing the aids, each participant will be able to:

A. Describe in writing the two approaches to be used in problem solving. i.e.

   1. Informal
   2. Administrative Remedy (100% accuracy)

B. List the methods of notifying the inmates of the existence of the procedure in employee's institution. (100% accuracy)

C. List the two major functions that the Correctional Counselor performs in the process. i.e.

   1. Counsel
   2. Provide form. (100% accuracy)

D. List three advantages to the institution. i.e.

   1. Internal resolution
   2. Continuous review
   3. Written record (66% accuracy)

E. List three advantages for the inmate. i.e.

1. Systematic procedure
2. Signed, written response
3. Appeal rights to higher authority (66% accuracy)

F. List two advantages for the courts. i.e.

1. Reduce costs
2. Provide record of facts (100% accuracy)

G. Correctly identify the percentage of complaints filed during the pilot project which were filed as complaints against the staff. (100% accuracy)

H. List the two areas most frequently covered by the complaints at this institution (100% accuracy)

PERFORMANCE OBJECTIVES: Upon return to the job, each trainee will be able to:

A. Attempt to resolve inmate problems on a facilitative, informal basis. * (100% accuracy)

B. Follow all current policies and procedures regarding use of inmate administrative remedies procedure. * (100% accuracy)

(*Successful completion to be based upon positive feedback from inmates and supervisors.)

LESSON OUTLINE

1. EXPLAIN THE BACKGROUND INFORMATION ON THE ADMINISTRATIVE REMEDIES PROCEDURE.

The number of complaints to the courts from offenders have increased considerably over the last few years. Frequently there has been little, if any, attempt by the offender to resolve these issues locally, or at the administrative level. The general concept of law is that the Courts do not have the jurisdiction to even consider an administrative matter until after the administrator has had a complete opportunity to review the question. All too frequently the institution and the Office of General Counsel became aware of complaints only after the offender had appealed to the Courts for resolution of his problem. On occasion, the complaint was referred back to the institution by the Courts, but more frequently it was docketed and the offender was granted a hearing by the Courts.

What we have accomplished with our new policy is to establish a procedure which systemizes the use of administrative remedies. This is in no way intended to replace the present informal solving of offender problems through staff/offender communications. In fact, the informal problem solving method is preferred and should be encouraged in our institution. The number of problems solved in an institution through the direct approach of offender to staff are too numerous to list. We find our line employees daily handling and solving complaints that if left unsolved or unanswered could become aggravated into more serious problems. Step into a Correctional Supervisor's

office some day and see how many problems are presented for handling, and how many frequently are settled to the satisfaction of both staff and offender.

The Administrative Remedies procedure is not designed to interrupt this flow of communication, but to allow the offender a systematic procedure whereby issues raised relating to his incarceration will receive attention and a written, signed response from the local administration within a short period of time, and from the Regional office and the Central office, if appealed. We said that we would encourage staff to use an informal approach to problem solving, the same is true for offenders. They should be encouraged to use our "open periods" for communication with staff or to use the informal approach to solve their problems. They, of course, must be notified of the existence of this procedure and that it is available to them.

II. EXPLAIN THE STEPS THAT HAVE ALREADY BEEN TAKEN

Several approaches have been used to notify the residents at institutions of this procedure. A statement about its availability could be placed in the handbook given the resident during his period in Admissions and Orientation. Attention could also be drawn to it by the Admissions officer, however, its use should not be overly encouraged, or the procedural details spelled out. For those offenders already residing in the institution, use could be made of inmate publications and bulletin boards. We would emphasize that it is not intended to replace the "Request for Interview" form used in our institutions

or to replace the function of the Correctional Counselor. Neither does it replace the present PMB system, although the volume of PMB mail will probably be reduced.

The Correctional Counselor was used quite effectively as the intermediary during the pilot project. The procedure utilized the Administrative Remedies procedure but the informal process was available and was generally used first. Residents at institutions who desired to use the procedure were required to contact their counselor to acquire the forms. At that point, many minor issues were resolve and solutions other than the Administrative Remedies Procedure were utilized. Frequently the Counselor was able to resolve the problem or contact those persons who could resolve it. At any rate, the informal procedure was used first, and a second advantage was that the institution was aware of the problems before they were submitted by the resident on the form.

A typical example follows: An inmate approaches his detail officer or housing officer and asks for the form. There is the possibility the problem might be resolved at this level. If not, the offender is referred to his counselor for the forms and a second effort can be made to solve the problem informally. Using this system, we have at least two opportunities to resolve the problem before the formal Administrative Remedies procedure ever begins. Within this system the counselor plays an important role as a problem solver. Using his skills he frequently will be able to solve the problem. He should not

attempt to delay it or slough it off. If the inmate sees it as a real problem, then we should deal with it as a real problem. The counselor is in a position to analyze and assist in directing which course of action the offender may take.

Assuming the problem cannot be resolved informally, then the inmate should be permitted to use the Administrative Remedies Procecure if he so desires.

We must not feel that this is another approach the offender may take to harrass the staff. The procedure has definite advantages fo. the staff. It allows the institution administration to become familiar with problems that the inmate may have before a Court or congressional inquiry is raised. The second advantage is that it allows the institution to spot potential problems or problem areas before they can develop into possibly more serious problems. It serves a preventative function as well as a remedial one.

Other advantages can also be seen. It can be used to simplify hearings, giving both us and the Courts a written record of facts relative to the inmate's position and the institution's position.

There are of course, advantages for the inmate. This allows the inmate a local source for the possible resolution of his problem, and insures a timely, written response to his problem.

Perhaps the biggest concern of line employees is "how will this affect me"? Generally speaking, there was some concern that this would initiate a rash of complaints against staff. Quite the

contrary; the results show that of the 164 complaints filed in the three pilot institutions, only three or slightly over 1% were filed as complaints against staff. Also encouraging was the fact that only 27 of these complaints concerned disciplinary actions including those referring to loss of good time. This composed approximately 16% of the forms filed. In other words, 84% of the complaints were not directed toward discipline or staff, but referred to other matters related to the offender's incarceration. The largest single catagory was that relating to transfers, closely followed by mail, visits, and telephone calls. It is significant that only 1% were directed at staff as formal complaints.

In the three institution pilot projects, 51% of the complaints were denied, whereas 35% were granted. Some matters must be returned to the offender neither granted or denied. These cases occur when the alleged complaint is not within the scope of the institution or Bureau to decide. An example might be one such as "why didn't I make parole?", those dealing with reduction of sentence, or a matter concerning trial procedures.

Again, perhaps we should cover some of the high points of how this policy helps us.

1. It should not be used to replace the informal problem solving process presently used in our institutions.

2. It is a formal systemized procedure for answering inmate complaints.

3. It should allow the institution to recognize potential problem

areas before they develop, and resolve these problems before they reach the courts. (Preventative vs. Remedial.)

4. It allows the courts to have all of the facts prior to granting a hearing.

5. It requires institutions to take more care with documentation and thus, gives us additional protection in the event of hearings and law suits.

6. It should improve communications between inmates and staff.

7. It does not pose a great threat to staff in an institution by opening us up to a wave of complaints.

Freedom of Information / Privacy Act

FREEDOM OF INFORMATION AND PRIVACY ACTS

NOTE TO THE TRAINER

The slide/tape sequence to be used with this topic is divided into two separate units.

UNIT I -- Deals with the Freedom of Information and Privacy Acts. All new employees should receive this information. Slides 1 - 19.

UNIT II -- Deals with contacts with the media and should questions arise concerning the media and their interviews with inmates, this unit can be shown. Slides 1 - 18.

The audio tape contains both Units I and II.

LESSON PLAN (FREEDOM OF INFORMATION AND PRIVACY ACTS)

LESSON TITLE: Freedom of Information and Privacy Acts

TIME FRAME: One and a Half Hours

MATERIALS: Lecture Notes, Any Audio Visuals prepared by the instructor; copies of the following Policy Statements for each participant: 2211.12 "Privacy Act of 1974;" 2211.1A "Release of Records;" 2211.8 "Inmate Review of Central Files;" and pamphlet: Attorney General's Memorandum on the 1974 Ammendments to the Freedom of Information Act. (This last pamphlet does not have to be given to each of the participants but a copy of it should be available to them--in the staff library, Personnel Office, etc.) Writing Materials for each participant.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - Elements of the Freedom of Information and Privacy Acts are included in the legal presentation made by Bureau Attorneys.

Remedial Training - See Remedial Training Lesson Plan

O.J.T. - Not specifically covered in O.J.T. except for employees making frequent use of inmate and other records (C&P, Records Control Office, etc.)

LEARNING OBJECTIVES: After hearing the lecture, participating in discussion, reviewing policy statements and viewing any audio-visual material, each employee will be able to:

A. List the titles of three policy statements which deal with the Privacy Act and/or Freedom of Information Act. (100% accuracy)

B. List at least four pieces of information that an employee can freely divulge, upon request, about an inmate. (100 accuracy)

C. Correctly identify the role of the Attorney General and Department of Justice, the Office of General Counsel, and the Regional Director in monitoring Freedom of Information Act and Privacy Act requests. (66% accuracy)

D. Briefly describe what records can be divulged and the procedure to be followed, in request for records made by an inmate. (100% Accuracy)

E. Correctly identify the criminal penalties and liabilities for violating the Privacy Act. (100% accuracy)

F. Correctly identify an individual's rights to appeal if access to information about him has been denied. (100% accuracy)

G. Identify those agency records that he/she has access to, as an employee of the Bureau of Prisons, under the Freedom of Information Act. Also, identify those employee records which the Bureau may keep confidential and those that it must keep confidential under provisions of the Privacy Act. (100% accuracy)

PERFORMANCE OBJECTIVES: After return to the job, the employee will:

A. Release information and restrict access to information in strict accordance with the quidelines established by Bureau of Prisons' and Department of Justice policies. (Successful attainment of this objective to be evaluated on the basis of no negative comments regarding this area on the employee's monthly or quarterly evaluation.) (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

GROUP IV

EMERGENCY

Firearms Familiarization & Gas Weapons

LESSON PLAN (FIREARMS AND GAS FAMILIARIZATION)

LESSON PLAN: Firearms and Gas Familiarization

TIME FRAME: One-half hour to four hours depending on the need and availability of range usage of the weapons.

SUGGESTED MATERIALS: Discussion/lecture notes, slides, copy of policy statements or emergency plans which relate to firearms or gas, and samples of firearms, ammunition, gas grenades, gas projectiles, and gas masks.

PRIORITY: For Immediate Delivery - Cost references:

S.T.C. - At the time this package was distributed, the S.T.C.'s were considering the possibility of adding Firearms Familiarization to their curriculum. All Training Coordinators should check with their Servicing S.T.C. to ascertain current status of this training at the the S.T.C.

Remedial - See Remedial Training Lesson Plan

O.J.T. - See O.J.T. Objectives

LEARNING OBJECTIVES: After listening to the lecture, participating in discussion, viewing slides and exhibits, each participant will be able to:

A. Identify and list the standard firearms issued and used at Bureau institutions:

1. .30 Caliber Carbine
2. 12 Gauge Riot Shotgun
3. .30 Caliber Winchester M/70 Rifle
4. .22 Caliber Rifle
5. .38 Caliber Revolver
6. .22 Caliber Revolver (100% accuracy)

B. Identify 3 types of Gas, Gas Weapons, and Equipment used at Bureau institutions:

1. Gas Grenades
2. Gas Projectiles
3. Gas Streamers and Dusters
4. 1½" Gas Riot Gun
5. Gas Masks (80% accuracy)

C. Identify other weapons which use ammunition and are found in some institutions.

1. RAMSET Stud and Rivet Gun
2. "Stun Gun" (100% accuracy)

D. List, with 100% accuracy, all local and Bureau regulations regarding the use of firearms by an employee (100% accuracy)

PERFORMANCE OBJECTIVES:

A. During this class, each participant will identify, and correctly match ammunition with, each of the weapons, etc.) of each of the firearms listed above (objective "A". (100% accuracy)

B. Upon return to the job, each employee will use firearms and gas weapons in strict accordance with Bureau and Institution policies. (Successful completion of this objective will be based upon positive written and verbal feedback from the employee's supervisor(s). (100% accuracy)

LOCAL OPTION OBJECTIVES:

NOTE: In the case of those institutions which stress actual "hands on" training with firearms (i.e., Range Qualification, etc.) This section should be filled out in detail by their local Training Coordinator.

A.

B.

C.

LESSON OUTLINE (FIREARMS AND GAS FAMILIARIZATION)

I. EXPLAIN THE BUREAU POLICY IN REGARD TO THE USE OF FIREARMS AND GAS

- Personnel will be authorized to use firearms only as a last resort to prevent escapes, protect government property, and to prevent injury or loss of life of personnel or inmates who are held hostage.

- Orders to halt or to desist will first be given and if not complied with, a warning shot will be fired.

- Should the inmate continue in his efforts to escape, destroy vital government property, or to endanger the lives of personnel or inmates, firearms shall be used in an effort to disable rather than to kill.

- Employees must utilize Bureau weapons, personal firearms cannot be used.

- Discuss the use of Gas in riots, disturbances, and escapes.

- Review institution policy in regard to:

  - Weapons and gas security
  - Armory location and access
  - Particular local problems--i.e., how/when to use firearms at a metropolitan correctional center located in the middle of a busy city, etc.

- Training familiarization with weapons and gas.

  - Range usage
  - Formal weapons training

II. USE THE SET OF 80 SLIDES WHICH HAS BEEN PREPARED TO AID THE CLASS IN THE IDENTIFICATION OF FIREARMS AND GAS.

- With the slides, give the range, use, and probable location in the institution of each of the following:

  - .30 Caliber Carbine
  - 12 Guage Riot Shotgun (Two are shown because many institutions have both types)
  - .30 Caliber Winchester M/70 Rifle
  - .22 Caliber Rifle

- .38 Caliber Revolver
- .22 Caliber Revolver
- 1½" Riot Gun (Gas)
- RAMSET Stud and Rivet Gun
- "Stun Gun"

- As the weapons are identified, the ammunition used with each should be shown.

  - Including gas projectiles used with the Riot Gun.
  - Gas grenades should also be shown with the ammunition.

III. USING THE SLIDES OR USING ACTUAL WEAPONS POINT OUT:

- Sights,

- Safety features, and

- Loading and unloading procedures.

IV. IF THIS TRAINING PRECEDES GOING TO A RANGE WHERE THE FIREARMS WILL BE USED, THE FOLLOWING SHOULD BE DISCUSSED IN CLASS. IF THERE IS NOT GOING TO BE AN IMMEDIATE RANGE ACTIVITY, THIS MATERIAL SHOULD BE COVERED JUST BEFORE FIRING THE WEAPONS.

- Range safety

  - Code of conduct
  - Regulations on the firing line
  - Regulations behind the firing line

- Identifying sight picture

  - Front sight
  - Rear sight
  - Sight alignment
  - Sight picture

- Identifying peep sight

  - Front sight
  - Middle peep sight
  - Sight alignment
  - Sight picture

- Identifying shot gun sight.

- Identifying target patterns.

Firearms Familiarization

Firearms Policy

- Used only as a last resort
- Orders to halt or desist will be given
- Warning shot will be fired
- Disable rather than kill
- Only Bureau issued weapons can be used

30 CALIBER CARBINE

Range - 200 yards maximum

Use - Towers, Patrols, Escapes

30 CALIBER WINCHESTER M/70 RIFLE

Range - 250 yards maximum

Use - Towers

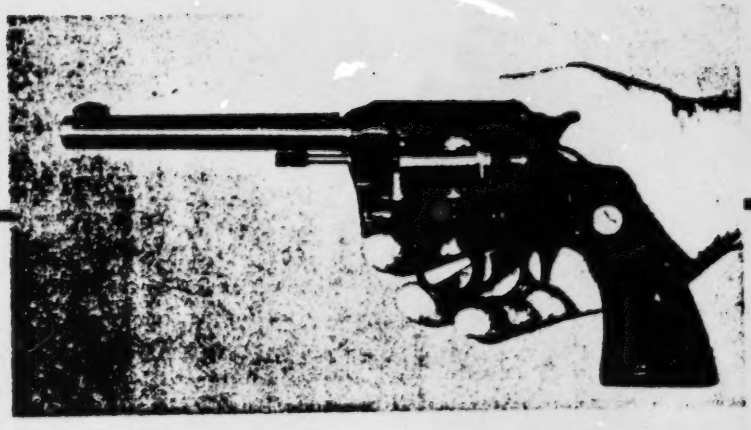
22 CALIBER RIFLE

Training Weapon

38 CALIBER REVOLVER

Range - 75 yards maximum

Use - Towers, Escapes, Escort Duty, Patrols



22 CALIBER REVOLVER

Training Weapon

12 GAUGE SHOTGUN (Winchester)

Range - 100 yards maximum

Use - Towers, Escapes, Riots

12 GAUGE RIOT SHOTGUN (Remington)

Range - 100 yards maximum

Use - Riots, Escapes

STUN GUN

Used for Livestock slaughter

Uses 22 caliber special shell

RAMSET STUD & RIVET SET GUN

Use - Construction projects
within institution

Uses 22 caliber special shell

Gas & Gas Weapons

Gas

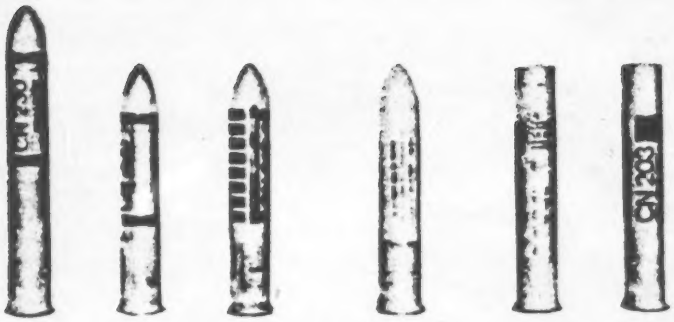
Yellow — Smoke only

Red — CN gas -
the most commonly used

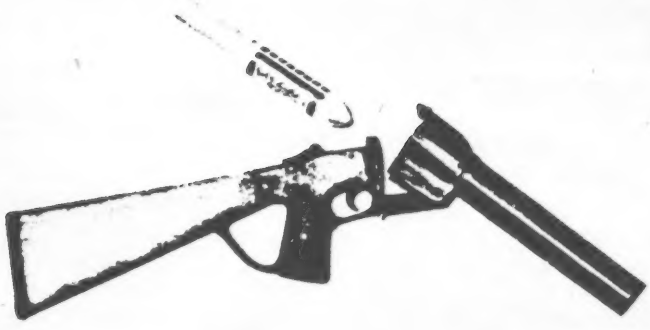
Blue — CS gas -
severe type used only
when CN is not effective

GAS STREAMERS / DUSTERS

GAS GRENADES



PROJECTILES



1½" RIOT GUN (Gas)

Use - Fire Gas Projectile

Emergency Plans

LESSON PLAN (EMERGENCY PLANS)

LESSON TITLE: Emergency Plans

TIME FRAME: Two Hours*

SUGGESTED MATERIALS: Lecture and discussion notes, copies* of institution disturbance/riot control plan and apprehension (escape) plan for each trainee; diagram/map of institution and immediate area (can be drawn on chalkboard or flip chart). "Chapter 3 "Riot Control Procedures" and Chapter 4 "Escape Prevention and Apprehension Plans" of the Custodial Manual.

SPECIAL NOTE: *If participants can take copies of disturbance and/or emergency plans for out of class reading, it may reduce the time needed for this unit of study. However, in most cases that will not be possible and a good portion of in-class time will have to be taken to allow each participant to read these plans. The instructor(s) should take great care to guard the confidentiality of any maps, charts, or diagrams used during the class.

PRIORITY: For Immediate Delivery - Cross References:

S.T.C. - emergency plans referred to but not directly covered.

Remedial Training - There should be a yearly review during emergency training. Also see Remedial Training Lesson Plan.

O.J.T. - emergency plans referred to but not directly covered.

LEARNING OBJECTIVES: After lecture, discussion, and completion of reading, each participant will be able to:

A. Correctly identify all emergency signals used at this institution. (siren, 2-2-2 dial on the institution telephone, body alarms, etc.) (100% accuracy)

B. Describe, in writing, the specific steps he/she is to take personally, in the event of:

1. a disturbance, and

2. an escape.
(100% accur cy)

C. List the key elements (as identified by the trainer) of this institution's disturbance and escape plans (in writing). (100% accuracy)

D. Identify, in writing, any unique problems posed by institution layout, population characteristics, etc., that affect staff actions in event of disturbance and escape. (100% accuracy)

E. Describe, in writing, steps to be taken in the event of unusual local emergency (i.e., hurricane, earthquake, tornado, etc.) if such plans exist at this institution. (100% accuracy)

PERFORMANCE OBJECTIVES: After returning to the job, each employee will:

A. Conduct himself appropriately and in accordance with policies and/or instructions from his superiors in the event of an emergency situation. Successful completion of this objective will be evaluated on the basis of no negative comments on the monthly/quarterly evaluation submitted by his supervisor. (100% accuracy)

LOCAL OPTION OBJECTIVES:

A.

B.

C.

LESSON OUTLINE (EMERGENCY PLANS)

I. EXPLAIN THAT YOUR INSTITUTION HAS MADE PLANS TO HANDLE VARIOUS TYPES OF EMERGENCIES

- The plans are made by the Chief Correctional Supervisor and reviewed by the Warden.
  - The plans are reviewed and changed yearly.
  - Every employee must read the plans on an annual basis.
  - The plans detail post assignments, issuance of firearms, and strategies to be employed.
- Emergency plans exist for:
  - Riots and disturbances
  - Escape prevention and apprehension
  - Civil disturbances
  - Natural disasters

II. EXPLAIN THAT ALL EMERGENCY PLANS REQUIRE THAT ALL STAFF KNOW:

- The institution layout. (This can be presented on the board, on a flip chart, or by handouts. It would also be advisible to have area maps available.)
  - Post assignments
  - Containment areas
  - Points where riots, disturbances, and escapes have occurred in the past
  - Special problems that are caused by the physical layout, inmate population. programs, etc.
- Emergency signals
  - Discuss the action taken, the reaction time and the consequences of using:
    - Body alarms
    - Code 2-2-2 on the telephone
    - Siren
    - Personal whistle
    - Radio equipment
  - Have data on the number of the various types of emergency signals used in the past year, and explain what occurred as a result of their use.

III. PRESENT SOME BACKGROUND INFORMATION ON RIOTS AND DISTURBANCES

- Explain that there are basically two types of riots or disturbances.
  - Those between inmates or inmate groups.
  - Those against the institution or institutional personnel for grievances, revenge, or destruction.
- Discuss some background information on riots and disturbances.
  - Explain some of the factors that contribute to a situation which could result in a riot.
    - Racial or gang problems
    - Officer attitude or treatment
    - Institution services (food, medical, mail, visiting hours, etc.)
- Discuss some of the signs of tension that are often present prior to a riot or disturbance.
  - Increased request for changes in inmate assignments.
  - Increased incidents. (Or in some situations there may be a noticeable decrease.)
  - Lack of inmate co-operation.
  - Sullen, restless behavior.
- Give the class some idea of preventive actions that they should employ.
  - Fair and impartial treatment of all inmates.
  - Keep communication channels open with inmates.
  - Keep supervisors informed of signs of tension.
- Discuss the typical steps to be followed in handling a riot or disturbance.
  - Explain the philosophy of containment.
    - Close areas of escape.
    - Localize the disorder.
    - Allow time to evaluate the situation.
  - Removal of non-participants.
    - Only a small number may be involved in the riot or disturbance.
    - Safe conduct and secure quarters should be sought for those not involved.
  - Evaluate the cause of the riot or disturbance.

- Identify the leaders

- Use of force (where warranted).

  - Riot squads
  - Water
  - Gas
  - Firearms

- Discuss the individual officer's responsibility in regard to riots and disturbances.

  - Work at prevention

  - Be familiar with the institution's riot control plan.

  - Know the institution layout and surrounding area.

  - In a riot or disturbance:

    - Report to the assigned post.
    - Work at containment.
    - Help non-participants out of the area.
    - Attempt to identify leaders.
    - Use force only to the degree required.

IV. PRESENT INFORMATION ON THE INSTITUTION'S ESCAPE PREVENTION AND APPREHENSION PLAN

- Discuss the responsibilities of the staff member.

  - Review the escape prevention and apprehension plan on an annual basis.

  - Be familiar with the institution layout and the surrounding area.

  - The major deterrent to escape is not the fence or wall, but the actions of the correctional officer.

    - Proper key control.
    - Shakedowns.
    - Contraband control.
    - Open communication with the inmates.

- Have the participants read and discuss the escape prevention and apprehension plan.

V. EXPLAIN THE BUREAU POLICY IN REGARD TO HOSTAGES.

- All efforts will be made to free hostages.

- Orders from hostages--regardless of their position or rank--are not to be followed.

- If taken hostage:

  - Be passive.
  - Keep communication open.

VI. HAVE THE PARTICIPANTS READ AND DISCUSS THE INSTITUTION'S CIVIL DISORDER PLAN

VII. HAVE THE PARTICIPANTS READ AND DISCUSS THE INSTITUTION'S NATURAL DISASTER PLAN

Emergency Plans

Staff Responsibilities

- Work at prevention
- Be familiar with institution plans
- Be familiar with institution layout

Contributing Factors	Signs of Tension	Staff Activities
Racial & Gang Problems	Increased requests for assignment changes / cell changes	Fair & impartial treatment
Complaints - Food, Medical, Assignments, Mail, Staff	Increase in disciplinary reports	Keep supervisors informed
	Decrease in inmate cooperation	Keep communications channels with inmates open

Hostages

- All efforts will be made to free hostages
- Orders from hostages — regardless of position/rank — are not to be followed
- If taken hostage
  - Be passive
  - Keep communications open

Violent Prisoners

- Don't attempt to subdue a violent inmate alone
- Avoid striking or otherwise harming the inmate - your job is to contain